Formative Assessment Task

2nd Grade: Geometry

**2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**

**Learning Targets**

* I can draw rows and columns of equal size in a rectangle.
* I can count the equal size squares in a rectangle.

**Materials:**

1. One set of fraction bars per student. (*Fraction bars should be divided by color/fraction and placed into individual snack size zip bags. Teacher may want to cover the fraction on each bar with tape/sticky. Each bag will have 3/3, 4/4, etc.)* As an alternative, you may use color tiles for this activity.
2. One “Making Rectangles” page per student
3. Pencils, markers

**Directions:**

1. Student will arrange fraction bars (or color tiles) into rectangles in the designated workspace on the “Making Rectangles” page.
2. Student will trace the rectangle he/she made.
3. Student will answer questions about the rectangle.
4. Repeat until student has made as many rectangles as he/she can.

**Considerations:**

* Observe the students as they play this game, checking for understanding.
* Teacher may wish to ask students if they can make more rectangles using the materials.
* If students figure out more than 2 rectangles that can be made with their materials, they may draw them on the back of the page.
* This page may need to be modified.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Directions: Find out how many different rectangles you can make using the bag of color tiles or bars. Trace the rectangle you made.*

My workspace:

How many smaller rectangles (tiles) are in your large rectangle? \_\_\_\_\_\_\_\_\_

My workspace:

How many smaller rectangles (tiles) are in your large rectangle? \_\_\_\_\_\_\_\_



My workspace:

My workspace:

How many smaller rectangles (tiles) are in your large rectangle? \_\_\_\_\_\_\_\_\_\_\_

How many smaller rectangles (tiles) are in your large rectangle? \_\_\_\_\_\_\_\_

How many different rectangles can you make with your materials?



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| --- |
| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |

